

The ethical implications of using generative chatbots in higher education

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Abstract

Incorporating artificial intelligence (AI) into education, specifically through generative chatbots, can transform teaching and learning for education professionals in both administrative and pedagogical ways. However, the ethical implications of using generative chatbots in education must be carefully considered. Ethical concerns about advanced chatbots have yet to be explored in the education sector. This short article introduces the ethical concerns associated with introducing platforms such as ChatGPT in education. The article outlines how handling sensitive student data by chatbots presents significant privacy challenges, thus requiring adherence to data protection regulations, which may not always be possible. It highlights the risk of algorithmic bias in chatbots, which could perpetuate societal biases, which can be problematic. The article also examines the balance between fostering student autonomy in learning and the potential impact on academic self-efficacy, noting the risk of over-reliance on AI for educational purposes. Plagiarism continues to emerge as a critical ethical concern, with AI-generated content threatening academic integrity. The article advocates for comprehensive measures to address these ethical issues, including clear policies, advanced plagiarism detection techniques, and innovative assessment methods. By addressing these ethical challenges, the article argues that educators, AI developers, policymakers, and students can fully harness the potential of chatbots in education, creating a more inclusive, empowering, and ethically sound educational future.